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ABSTRACT

The goal of the New Hampshire Council for the Social Studies is to actively work to improve social studies instruction in New Hampshire in the 1990s. This guide outlines the basic goals, structure, and methods of the social studies curriculum, K-12, for New Hampshire. The guide provides a definition along with a rationale for social studies education. Under "Goals and Outcomes" three broad areas of student development are addressed: (1) knowledge; (2) skills; and (3) beliefs and values. What specific knowledge should be achieved for history, geography, political science, economics, psychology, sociology, and anthropology is briefly listed. The section on skills is subdivided into categories, such as: map and globe; thinking skills; communication skills; visual communication skills; interpersonal skills; and social and participation skills. A list of commonly held beliefs and values is covered: rights, freedoms, and responsibilities of the individual; and beliefs concerning societal conditions and governmental responsibilities. Recommendations on instructions, scope and sequence, assessment, minimum requirements, alternative learning experiences, teacher preparation, and funding are included. A 6-item bibliography of selected resources concludes the document. (DB)

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SOCIAL STUDIES IN THE NINETIES: AN N.H.C.S.S. STATEMENT

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THE NEW HAMPSHIRE COUNCIL FOR THE SOCIAL STUDIES

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Introduction

The goal of the New Hampshire Council for the Social Studies is to actively work to improve social studies instruction in New Hampshire in the 90's. All too often in the past, we as a profession and certainly as an organization have been reactive rather than proactive in dealing with issues. As a basis for thought and action, NHCSS has undertaken a study to create a document that outlines the basic goals, structure and methods of the social studies for New Hampshire. Recommendations on instruction, scope and sequence, assessment, minimum requirements, alternative learning experiences, teacher preparation, and funding are included.

How was this document developed? This last spring, master educators representing a cross section of geographic areas, academic disciplines, and grade levels reviewed and discussed current practices in the field along with examining the major national studies and reports on the social studies. A draft document was sent out for review by other educators around the state for their input. This fall, copies of the "working document" will be mailed out to Council members as well as schools and hearings will be held.

It is the hope of the Council that this document will have a positive effect on educational policy at the state level. It should also be a resource for teachers in dealing with local problems and challenges, as well as a tool to use in improving instruction.

WE WELCOME YOUR COMMENTS. PLEASE USE THE FORMAT SUGGESTED ON PAGE 15 OF THIS BOOKLET TO HELP US AS WE PREPARE FUTURE PUBLICATIONS. THANK YOU.

Phil Fujawa, *Project Director, President Elect, NHCSS*
Bill Carozza, *President, NHCSS*

DEFINITION

Social studies education is a basic component of the K—12 curriculum that:

—derives its goals from the nature of citizenship in a democratic society that is closely linked to other nations and peoples of the world.

—draws its content primarily from history, geography, economics, political science, psychology, sociology, anthropology, and in some respects, from the humanities and science.

—is taught in ways that reflect an awareness of the personal, social, and cultural experiences, and developmental levels of learners.

—facilitates the transfer of what is learned in school to the out of school lives of students[1].

—links the past, the present and the future.

RATIONALE

The goal or purpose of social studies education is to provide students with the knowledge, skills, beliefs and values needed to:

—participate effectively as responsible citizens in social, political, and economic life.

—appreciate and participate in cultural and social activity which will contribute to rewarding personal lives.

GOALS AND OUTCOMES

There is general consensus among social studies professionals that to achieve the stated rationale teachers must address three broad areas of student development:

—Knowledge

—Skills

—Beliefs and Values

For purposes of clarity these three areas are addressed separately below, though in the real world of classroom practice they are often addressed simultaneously.

For example, discussion of an issue such as acid rain could involve students in political understanding (e.g., how powerful interest groups influence lawmakers), in skill development (e.g., communication and debate skills), and in the identification of underlying value conflicts (e.g., economic freedom vs the common good).

Whether or not a given lesson addresses all three areas, it is essential that the relationship among knowledge, skills, and beliefs and values be seen as one of mutual support, and that they be viewed as having equal importance in the social studies curriculum.

A. Knowledge

Students need knowledge of the world at large and the world at hand, the world of the individual and the world of institutions, the world past and the world present and future.

An exemplary social studies curriculum links information presented in the classroom with experiences gained by students through social and civic observation, analysis and participation.[2]

"Knowledge" may be organized in the following traditional manner.[3] *The list that follows does not purport to be exhaustive, but rather serves to illustrate components frequently emphasized in the respective disciplines.*

HISTORY

—Understand the concepts of change, conflict, continuity, revolution, civilization, and exploration.
—Understand that history is an interpretation of the past.
—Understand the importance of religious and ideological systems in history.
—Understand the significance of major ideas and events as well as the contributions and perspectives of people in the State, Nation and the World.
—Understand the interdisciplinary nature of history.

GEOGRAPHY

—Understand the concepts of absolute and relative location.
—Understand the important physical and human characteristics of places on the earth.
—Understand the ways in which people and the environment interact.
—Understand human movement on the planet.
—Understand the concept of region as a way to organize, display and study the human and physical environment.
—Understand the interdisciplinary nature of geography.

POLITICAL SCIENCE

—Understand the basic rights and responsibilities of citizens in a democratic society and in differing societies.
—Understand the purpose and operation of local, state, and national governments.
—Understand different political systems.
—Understand how citizens participate in government.
—Understand the role of law.
—Understand the interdisciplinary nature of political science.

ECONOMICS

—Understand the concepts of scarcity, productive resources, interdependence, markets, exchange, goods and services, and the division of labor.
—Understand different economic systems.
—Understand the role of government in economic systems.
—Understand the nature of economic institutions, e.g., households, banks, labor unions, and corporations.
—Understand the relationship among the above stated elements of economics and how they may be used in decision making.
—Understand the interdisciplinary nature of economics.

PSYCHOLOGY

—Understand the concepts of motivation, perception, frustration and attitudes.
—Understand the concepts of self and personality.
—Understand aspects of one's behavior as well as the behavior of others in many environments.
—Understand human growth and development.
—Understand the interdisciplinary nature of psychology.

SOCIOLOGY

—Understand the concepts of socialization, role, norm, status, values, institutions, community, and society.
—Understand how groups and individuals influence each other.
—Understand the role of institutions in society.
—Understand how individuals and groups communicate.
—Understand the interdisciplinary nature of sociology.

ANTHROPOLOGY

—Understand the concepts of culture and cultural universals, e.g., relativism, tradition, prejudice.
—Understand the diversity and complexity of the world's cultures.
—Understand the relationship between technological and cultural change.
—Understand the interdisciplinary nature of anthropology.

Each of the above lists conclude with the need to understand the interdisciplinary nature of the subject area. An understanding and application of history and the social sciences, separate or in combinations, is one of the identifying characteristics of social studies education.

B. Skills

Skills are crucial if students are to acquire knowledge and be able to connect knowledge with beliefs and actions.[4]

Skills, like knowledge, can be divided into categories. The following skills are most frequently associated with the social studies.

MAP AND GLOBE SKILLS

—Make, use, and interpret maps and globes.
—Use direction and find location
—Measure distance
—Identify and use symbols

CHART/GRAPH AND PICTURE/CARTOON SKILLS

—Make and interpret charts and graphs
—Identify values and ideas expressed in pictures/cartoons

TIME/DATE SKILLS

—Sequence in chronological order
—Make and use time lines
—Make and use calendars

—Use time zones
—Understand B.C. and A.D.

LISTENING, VIEWING, AND OBSERVING SKILLS

—Listen, view, and observe with a purpose
—Follow directions

LOCATING INFORMATION SKILLS

—Locate information in the library and special reference sources, e.g., books, periodicals, and newspapers, and in non print sources, e.g., television, radio, videotapes, photographs, art work, music, interviews, and artifacts
—Access computer data bases and information services
—Identify and use appropriate resources for the task at hand

MEMORIZATION SKILLS

—Learn methods to retain information in order to use it

ORGANIZATION SKILLS

—Select main ideas, take notes, prepare summaries, and make outlines

THINKING SKILLS

—Classify, interpret, apply, analyze, summarize, synthesize, and evaluate information for a purpose
—Detect cause and effect, distinguish between fact and opinion, recognize propaganda and author bias
—Distinguish between primary and secondary sources
—Identify issues, develop solutions and consequences, and evaluate decisions
—Develop predictions
—Think of new approaches and alternatives

COMMUNICATION SKILLS

—Plan, organize, deliver and assess written and oral communication
—Prepare book reports, essays, and research reports using footnotes and bibliographies
—Answer questions, state opinions, take part in discussions, and deliver oral reports

VISUAL COMMUNICATION SKILLS

—Present ideas in visual form

INTERPERSONAL SKILLS

—Identify value positions held by self and others
—Develop sensitivity to others
—Adjust behavior to work effectively with others
—Express personal convictions
—Develop a willingness to listen to differing views
—Give and receive constructive criticism
—Develop leadership skills and willingness to follow

SOCIAL AND PARTICIPATION SKILLS

—Be able to persuade, compromise, and resolve conflicts without aggression
—Identify issues that require action
—Identify appropriate methods and work to influence decision makers
—Participate in rule making, decision making, planning and taking action in a group.
—Accept consequences of actions taken

C. Beliefs and Values

"Values" constitute the standards or criteria against which individual behavior and group behavior are judged. "Beliefs" represent commitment to those values. The main thrust of democratic values and beliefs is to guarantee the continuance of respect for human dignity and freedom.

Values are engendered in each succeeding generation, thereby making it possible for society to perpetuate itself.

People living in a changing, pluralistic society are constantly confronted by clashes in values, controversy, and social change. Therefore, people need to be prepared to think through, analyze, and support their views with reason and evidence.

The following is a list of beliefs and values that are commonly embraced by members of our democratic society.

Rights of the Individual

—Life
—Liberty
—Dignity
—Security
—Equality of Opportunity
—Justice
—Privacy
—Private Ownership of Property

Freedoms of the Individual

—Participation in the Political Process
—Worship
—Thought
—Conscience
—Assembly
—Inquiry
—Expression

Responsibilities of the Individual

—Respect Human Life
—Respect the Rights of Others
—Be Tolerant
—Be Honest

—Be Compassionate
—Demonstrate Self-Control
—Participate in the Democratic Process
—Work for the Common Good
—Respect the Property of Others

Beliefs Concerning Societal Conditions and Governmental Responsibilities

—Societies Need Laws
—Dissenting Minorities are Protected
—Government is Elected by the People
—Government Respects and Supports Individual Rights and Freedoms
—Government Guarantees Civil Liberties
—Government Works for the Common Good[5]

INSTRUCTION

—How students are taught is as important as what they are taught.
—Instruction should generate pleasure and appreciation for the social studies.
—Students need opportunities to participate in a democratic classroom and school environment.
—Students need to develop their own conceptual understanding from within, rather than have those concepts imposed externally.

Characteristics of An Effective Classroom Climate

Teachers provide opportunities for students:

—to be exposed to a wide range of perspectives on an issue or problem.
—to influence instructional activites.
—to participate in establishing class rules and realizing consequences.

Teachers and students encourage discussion and expression of opinions.
Teachers and students respect each other, their ideas, and points of view.
Teachers employ a range of teaching methods to address a variety of student needs and abilities.
Teachers provide opportunities for students to apply their learnings to new situations and issues.
In addition to meeting program goals, instructional practices need to be appropriate to the intellectual and developmental stages of young learners. Instructional strategies that address social studies goals and support an appropriate classroom climate include but are not limited to:

—role playing
—cooperative group learning
—dramatization
—writing

SCOPE AND SEQUENCE

The term "scope" refers to the range of knowledge, skills, values and beliefs included in a social studies program. The term "sequence" refers to the order in which these elements are taught.

Together, scope and sequence organize instruction in order to reach established goals.

Indicators of an effective scope and sequence:

- —Schools districts have, use, and make public a written scope and sequence.
- —The scope and sequence is based upon established goals.
- —School districts ensure that teachers have copies of the scope and sequence, are familiar with all sections, and knowledgeable about the sections which apply to their teaching assignments.
- —Teacher plans and instruction are based on the scope and sequence.
- —The scope and sequence clearly articulates what should be covered at every grade level.
- —The sequence reinforces and builds upon already acquired knowledge, skills, and values and beliefs.
- —The scope and sequence contains an appropriate balance of:
  - —knowledge, skills, and values and beliefs.
  - —history, geography, political science, economics, psychology, sociology, and anthropology.
  - —learning at local, national, and global levels as well as covering the past, present, and future.
- —The scope and sequence promotes the integration of all subject areas.

ASSESSMENT

The goals and outcomes of a Social Studies program should be assessed frequently and in a variety of appropriate ways.

School districts should involve students, parents, teachers and administrators in decisions about how to demonstrate and measure achievement of both programs and students.

Student assessment should:

- —be based on the material covered and the goals and outcomes of instruction.
- —be perceived by the student as being valuable.
- —allow a student to demonstrate knowledge, skill attainment, and the understanding of values.
- —occur throughout a unit of study in order to monitor and enhance learning.
- —involve multiple forms of assessment including criterion referenced tests and exhibits of student work, oral presentations, problem solving activities, journals and learning logs.

Teachers should establish and share with students explicit criteria used to measure and evaluate student achievement.

Program assessment should:

—be based on the goals and outcomes of the program.

—result in information which is used to evaluate program content and methodology.

—use multiple indicators such as:

—student grades and norm referenced tests

—course enrollment statistics

—student and community surveys

—awards and honors earned by students.

CONCLUDING RECOMMENDATIONS

1. *Social Studies, A Daily Experience*
   - —We recommend that the social studies be an essential part of every student's daily education.
2. *Alternative Learning Experiences*
   - —Social Studies programs must go beyond textbooks and the classroom walls. Field trips, intra-school and inter-school activities, community participation, classroom visitors, simulations, mock trials and elections, community service programs, and academic competitive and cooperative events are the types of activities that must be a part of the social studies program.
   - —School policies and funding must support such activities.
3. *Social Studies and Technology*
   - —Funds and training should be provided to encourage the use of current technology in the teaching of the social studies.
4. *Teacher Preparation*
   - —The preparation of social studies teachers must include the appropriate academic background in the subjects that they are assigned to teach.
   - —Teachers must be prepared to use a wide variety of teaching styles and methods consistent with the needs and abilities of their students.
   - —Teachers must be prepared to keep informed on the latest theories, information, and methods.
5. *Scope and Sequence*
   - —Every school district should have and use a K-12 scope and sequence.
   - —Unit plans/lesson plans should be based on the scope and sequence.
   - —Selection of instructional materials should be based on the scope and sequence.
   - —Scope and sequences should be reviewed/revised every three to five years.
6. *Assessment*
   - —Assessment must be based on the goals and outcomes of the program or project that is being assessed.
   - —The nature of the assessment and the range of assessment instruments and procedures should be appropriate to these goals and outcomes.

7. *The involvement of support/special interest groups*
   - —Successful social studies programs need the support of many local, state, and national groups and organizations. Parents, members of the business community, boards of education, governmental agencies and offices, and institutions of higher learning are representative of such support.
   - —It is essential that any partnership among the school and these groups be aware of and respond to the basic goals and structure of the social studies. This recognition can help provide balance and integrity to the social studies program.
8. *Funding*
   - —Funding for the social studies must provide resources to enable each school district to meet its established goals. These goals include curriculum development, teacher training, instructional materials and equipment and alternative and complimentary learning activities.

END NOTES

1. National Council for the Social Studies Task Force on Scope and Sequence. "In Search of a Scope and Sequence for Social Studies," Report of the Ad Hoc Committee on Scope and Sequence. SOCIAL EDUCATION 53 (October, 1989) 377.
2. National Council for the Social Studies. "Essentials of the Social Studies", (Washington, DC, 1980) 1.
3. The following list borrows from James A. Banks with Ambrose A. Clegg Jr. "Teaching Strategies for the Social Studies: Inquiry, valuing and decision making", (Reading, MA: Addison-Wesley, 1973).
4. National Council for the Social Studies. "Essentials of the Social Studies", 2.
5. National Council for the Social Studies Task Force on Scope and Sequence. "In Search of a Scope and Sequence for Social Studies", 378, 383.

BIBLIOGRAPHY AND SELECTED RESOURCES

There are many reports, position papers, assessments and evaluations of social studies education. In selecting the following items, the major criteria were: recency, national significance, availability and the level of attention given in the preparation of this working document.

1. "Charting A Course: Social Studies For The 21st Century"
   A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools (Washington, DC, 1989).

This 85 page document is available from three sources at a cost of $7.00 a copy.

American Historical Association
400 A Street, S.E.
Washington, DC 20003
(202) 544-2422

Organization of American Historians
112 N. Bryan Street
Bloomington, IN 47408-4199
(812) 855-7311

National Council for the Social Studies
3501 Newark Street N.W.
Washington, DC 20016
(202) 966-7840

The Commission is a coalition of social studies educators and university scholars associated with history and the social sciences. After three years of study, the Commission charged its curriculum task force to prepare and widely disseminate a set of recommendations that would direct social studies reform and respond to three assumptions.

These assumptions stated that there is a core of knowledge, that there should be a unifying and coherent framework, and that what happens in the classroom is of utmost importance.

The report is in three parts. Part I contains a list of ten characteristics of a social studies curriculum for the 21st century, a preamble and five goals, and a proposed K–12 curriculum. Part II presents a research based rationale for that curriculum. Part III contains eight authored essays on American and World History, and the social sciences.

2. "Building A History Curriculum: Guidelines for Teaching History in the Schools" (Washington, DC, 1988).

This publication is available from the following address at $3.00 per copy.

Educational Excellence Network
9112 Sixteen Street, N.W., Suite 500
Washington, DC 20036

This 32 page report of the privately funded "Bradley Commission on History in Schools" contains 9 recommendations and a clear and concise presentation of the essence, structure, underlying elements and contributions of history to both students and society.

Six vital themes and narratives lead into a very useful listing of from 8 to 12 topics each for the study of American History, Western Civilization and World History.

The placement of history in the early grades and in the middle and high schools is illustrated by a number of patterns or sequences of courses. A thought provoking discussion of the modes and methods of history concludes this report.

While there are those who will argue about the amount and the intensity of the discipline of history in this view of the social studies, the reality is that history does predominate. And both as as discipline and as a component of social studies, history is well served by this report.

3. "History-Social Science Framework for California Public Schools" (Sacramento, California, 1987).

This 122 page state curriculum guide is available for $6.00 a copy from the following address.

Bureau of Publications and Sales
California State Department of Education
P. O. Box 271, Sacramento, CA 95802-0271
(916) 445-1260

The closing sentence of the foreword to this publication states that the "Framework" should strengthen and enrich student learning in history and the social sciences not only in California but throughout the nation as well.

Certainly, California's power in the textbook market is and will continue to be influencial on all who write and use nationally published instructional materials. But beyond that fact, the perspectives and the challenges to traditional curriculum content, patterns and instruction make this publication most worthy of review and consideration.

The "Framework" is introduced by way of 17 distinguishing characteristics. Included in this list are such notions as:

—the enrichment of history by the use of literature,
—the view of history as a story well told,
—a new curricular approach for the early grades,

—three years of world history,
—the encouragement of teaching controversial issues in an historic or contemporary context,
—methodology that supports activity based learning,
—the importance of religion in human history,
—and the value of student participation in school and community.

Goals and curriculum strands are then presented in graphic and narrative form with three segments forming an outer ring that is centered on the student. That common triumvirate of knowledge, skills and understanding and values is defined by 12 interrelated strands.

Over 80 pages are devoted to presenting, in some detail, the rationale and the nature of a K–12 course of study. Specific content is identified and is often accompanied by examples of appropriate teaching and learning activities.

The guide concludes with a collection of basic criteria for the evaluation of instructional materials. Among the 15 basic guidelines in this section can be found statements such as the following:

—"Instructional material should present history as an exciting and fascinating story. . . ."
—"Superficial skimming of key facts and the mere mention of major topics and significant individuals are not acceptable."
—"Writers . . . must pay close attention to ethical issues."
—"Textbook publishers . . . encouraged to adopt formats other than a single, heavy hardbound book."
—". . . should have included primary source materials. . . ."
—"Historical controversies must display a variety of perspectives by the participants."

In summary, this publication should be read by those concerned with the influence of traditional textbooks and by all who wish to learn about a controversial and exciting reformation of the social studies.

4. "The U. S. History Report Card" and "The Civics Report Card" prepared by the Educational Testing Service under a grant from the National Center for Education Statistics, Office of Educational Research and Improvement, U. S. Department of Education (Washington, DC, 1990).

These two national surveys of student performance can provide the curriculum planner and the classroom teacher with considerable detailed and meaningful data.

Over one hundred pages in length each publication presents, in narrative and graphic form, the results of a national assessment of civics and U. S. History.

5. "The Geography Learning of High School Seniors" prepared by Educational Testing Service under a grant from The National Center for Educational Statistics and The National Geographic Society (Washington, DC, 1990).

This publication reports the results of a survey that is narrower in focus, time and assessed population than is the case with the two previously mentioned reports.

However, this closer focus has provided the support community for geographic education considerable direction in goal setting and organizational structure. The growing number of geographic alliances in states across the nation is one clear example of national response to this survey.

6. "LITERATURE AND HISTORY: the Instructional Experience and Factual Knowledge of High School Juniors" Educational Testing Service, (Princeton, NJ 1987).

As the title of this report suggests, the nature of classroom instruction was assessed along with student performance.

This report, in direct and indirect fashion, does interpret the findings, draw conclusions, and make value statements. Thus, the reader is required to engage in a critical review of both the subjective and objective elements of this early and important study.

These publications may be ordered from the National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, New Jersey 08541-0001.

It is important to note that many of the recent articles and publications in both public and professional literature recognize and address the contents of one or all of the above publications.

WE WELCOME YOUR RESPONSES TO THIS PUBLICATION. TO HELP US IN COLLECTING AND ORGANIZING RESPONSE DATA WE ASK YOU TO USE THE FOLLOWING FORMAT IN WRITING YOUR COMMENTS, SUGGESTIONS AND VIEWS.

A. Your name

B. Your school and the nature of your employment, e.g., history teacher, grade four social studies teacher, department head, principal, media specialist, and so on.

C. Your positive comments, what you like and why. If possible refer to items by name and page.

D. Your negative comments, what you don't like and why. Again, if possible refer to items and pages.

E. What items would you like to see added in any future edition and why.

F. How useful do you think this publication will be to you in your work? Why?

G. Other comments.

Please mail your responses, typed if possible, to:

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THANK YOU VERY MUCH.

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